

CHECKLIST OF DEVELOPMENTAL ACTIVITIES FOR TEACHER CANDIDATES

URI Fall Practicum 2014: **Mathematics**

Dear Colleague:

The following list of developmental activities is designed to support the URI teacher candidate in preparation for some typical situations they will experience during full-time student teaching this spring. This fall, your assigned teacher candidate will visit your school for a minimum of **20 hours (40 hours, if only high school)**. She or he will contact you in soon and will begin no later than September 16 and will end the week of December 1. Your URI teacher candidate is still enrolled in a full schedule of classes, but as much as your schedules allows, I would like the candidate to experience as many aspects of school life as possible and to come to your school weekly. I hope that the attached checklist will support you in this effort. Please support him or her in finding the best days/times each week to work in your classroom. We see this time as an apprenticeship. It is a time for the teacher candidate to learn by doing and reflecting on those experiences. Your teacher candidate should be as **active** as possible with your students as he/she has had several field experiences before this practicum. His or her time with you should consist of more than observations, although those are a certainly a valuable and necessary experience. This is the time for your teacher candidate to begin to actively engage in the role of the mathematics teaching professional. As such, she or he should conduct him or herself professionally and responsibly by communicating effectively, preparing responsibly, and meeting all professional expectations while at your school.

Please try to allow the teacher candidate to participate in as many activities as possible, without disrupting your regular classroom routine. A **minimum of TWO activities of each section of the checklist** is desirable, including the implementation of two lessons. I hope that this fall semester gives you an opportunity to prepare for a successful working experience with the assigned teacher candidate in the spring.

Important information about your role this semester and next is in the Student Teacher Handbook available online at the School of Education's website: (<http://www.uri.edu/hss/education/forms/default.html>). I have also placed documents and helpful resources on the following Wikispace: <http://secondary-mathematics-uri.wikispaces.com/For+Cooperating+Teachers> Please review the Rhode Island Professional Teacher Standards and National Council Teachers of Mathematics Standards before the teacher candidate begins working in your class in order to offer support and guidance during his/her work in these areas of teaching expertise.

Finally, please return the two enclosed **assessments** [*1. Checklist of Developmental Activities Completed and 2. Attendance Log*] directly to the student teacher with your signatures and comments **as soon as he/she finishes at your school**. Also, please return the stipend paperwork to the Office of Teacher Education, 701 Chafee, Kingston, RI 02881. You can fax this form directly to a fax in a secure location. If you have any questions, feel free to contact me at 874-4149 or degrootc@mail.uri.edu.

Thank you very much. Without your leadership and professionalism, our program would not be possible.
Sincerely,

Cornelis de Groot, Ph. D.
Associate Professor, Secondary Mathematics